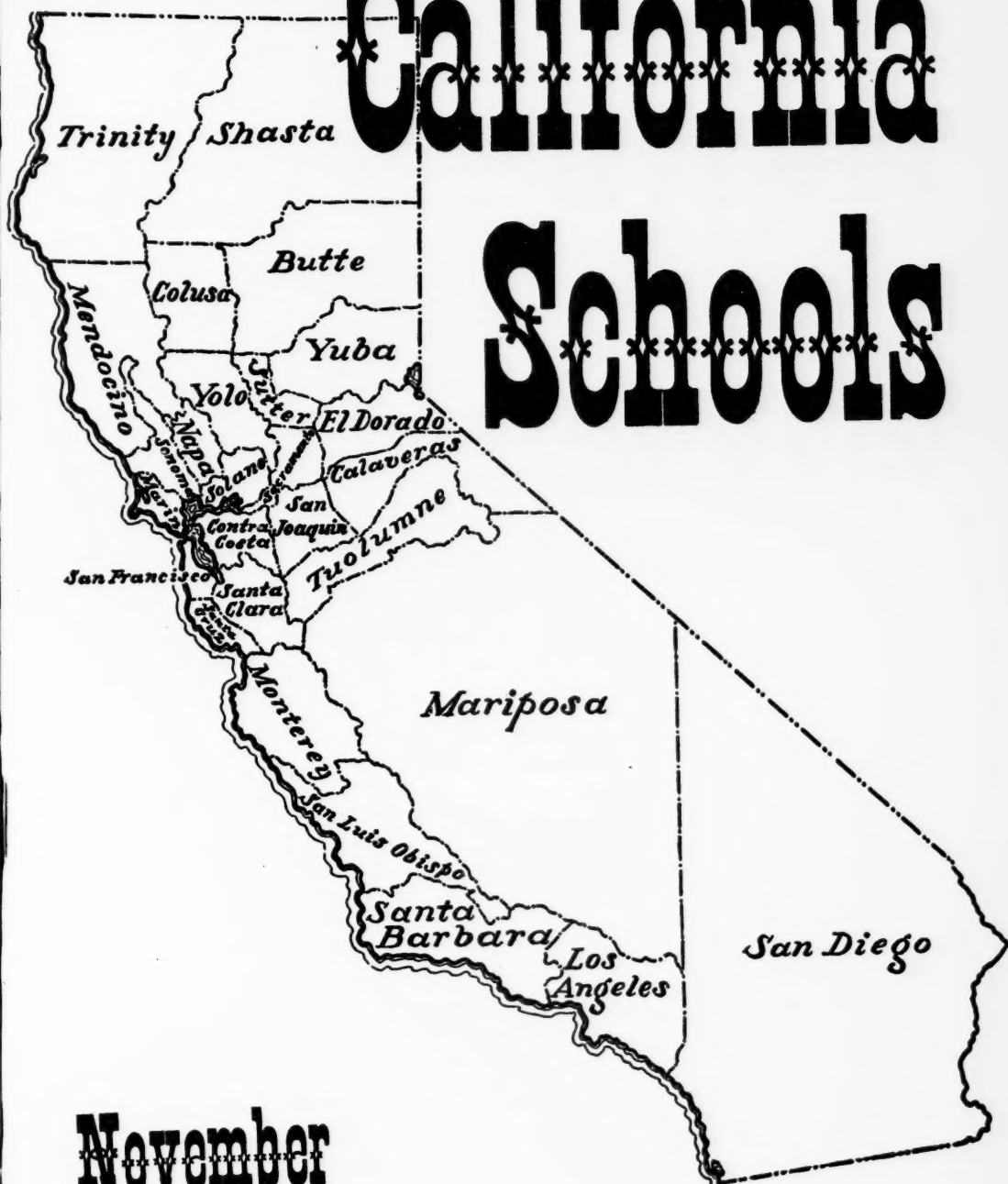


California Schools



**November
1950**

*The twenty-seven
original counties
1850*

CALIFORNIA SCHOOLS

Vol. XXI, No. 11
NOVEMBER, 1950

ROY E. SIMPSON
Superintendent of Public Instruction

EDITOR
IVAN R. WATERMAN
Chief, Bureau of Textbooks and Publications

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GUIDANCE SERVICES IN CALIFORNIA SCHOOLS

DONALD E. KITCH, *Chief of the Bureau of Occupational Information and Guidance*, and WILLIAM H. McCREARY, *Assistant State Supervisor of Occupational Information and Guidance*

The evidence is clear that California schools are aware of the importance of providing guidance services for their students and that a steady growth in the direction of more adequate guidance programs is taking place. The following data taken from the annual report of the Bureau of Occupational Information and Guidance for 1949-50 give some indication of the status of guidance programs throughout the state.

COUNTY AND DISTRICT PROGRAMS

County School Departments. All but eleven of the 57 county school departments in the state provided some type of leadership in guidance during the 1949-50 school year. These counties listed 125 staff members with special guidance responsibilities as compared with a total of 113 for the previous school year. The form of guidance organization that has been recommended for county departments as the result of studies carried on by the county superintendents of schools is a combination guidance-attendance service staffed with individuals trained in various aspects of individual case work. One county now has a staff of 13 guidance co-ordinators, many of whom are well-trained school psychologists. Other counties have attempted to develop staffs made up of both school psychologists and school social workers so that both types of persons can be brought into individual cases when that is necessary. Most individuals listed as guidance or psychological workers have a minimum of a year's professional work in addition to the basic teaching credential. Some have a doctor's degree or the equivalent.

City School Systems. Most city school districts having fairly large enrollments offer supervisory and referral services of some type. Many provide well-organized central office guidance facilities and include on their staffs trained school social workers, school psychologists, and in a few cases, psychiatrists. Considerable variation exists as far as the organization of these services is concerned. In some smaller districts this service is provided by a single co-ordinator or director of child welfare and attendance.

The contributions made by county and district personnel to the development of school guidance programs have been invaluable, as they not only serve schools as persons to whom cases may be referred but also play an important role in carrying on in-service training activities for guidance specialists and teachers and in providing opportunities for parent education programs.

Secondary Schools. Most junior high schools, senior high, and four-year high schools, and junior colleges have organized guidance programs. A recent study made by Carl Larson, a member of the staff of the Bureau of Education Research, has provided considerable information concerning the counselors who staff these programs.¹ The study was made by means of check sheets which were distributed to all secondary schools in the state during the spring of 1949. Usable returns were secured from 1,289 individuals in 623 schools. A partial check against counselors listed in the *California School Directory*² for 1948-49 indicated that this number represented about an 80 per cent return and hence that some 1,600 persons have some time scheduled for individual counseling in California secondary schools.

Among the numerous findings of this study are the following: Of the 1,289 individuals reporting, 189 were full-time counselors and 1,100 were part-time counselors—a ratio of one to six; the number of men and the number of women were approximately the same; the part-time counselors had a variety of teaching assignments—social sciences, language arts, and foreign languages being most heavily represented among the subjects assigned; approximately nine out of every ten reported that their counseling was general rather than specialized; and 57 per cent of the part-time counselors spent only one or two periods per day on counseling assignments.

The five most common types of student problems reported by the counselors were the following, listed in order of frequency: adjustment to school work, the educational future, the vocational future, home and family, and personal-psychological problems.

Based upon the results of this study, the average counselor-student ratio throughout the state is estimated to be one period per day of scheduled individual counseling for each 130 to 150 students. The recommended *minimum* ratio is approximately one period for each 100 students.³

In general, the secondary schools of the state continue to demonstrate progress in providing personnel for guidance work, in demanding added competence in guidance from both teachers and guidance specialists, in the development of group activities that help to meet the needs of students for orientation and information, and in making better use of

¹ Carl A. Larson, "The Preparation of California Public School Counselors." Unpublished manuscript, Bureau of Education Research, California State Department of Education, 1950.

² *California School Directory for the School Year 1948-49*. Berkeley 4: California Society of Secondary Education (Haviland Hall, University of California), December, 1948. Pp. 490.

³ *Evaluative Criteria*, 1950 Edition, p. 231. Washington 6: Co-operative Study of Secondary-School Standards, 1950. See also "Characteristics of High School Guidance and Counseling Programs," prepared by Subcommittee on Guidance, Committee on Fundamentals, North Central Association of Colleges and Secondary Schools, in *North Central Association Quarterly*, XXII (October, 1947), 232. This ratio is also recommended in "Good Guidance Practices and Standards," a report of the Co-ordinating Committee of the Southern California Council of Research and Guidance Associations, November, 1949 (mimeographed by the Bureau of Occupational Information and Guidance, State Department of Education, 1950), pp. 14, 18.

information concerning the students and their communities in the improvement of curricular programs.

Adult and Evening Schools. During the past year, organized adult and evening schools throughout the state have given added attention to the development of guidance services for adults. In a workshop sponsored by the Bureau of Adult Education during the summer of 1949, a committee of administrators of adult education worked on this problem. The need for guidance services for adults is widely recognized throughout the state and the next few years should bring considerable expansion in the guidance programs provided through adult and evening schools.

Elementary Schools. Much has been done during the past several years through teacher-training institutions, county and district supervision, and the efforts of the State Department of Education to help elementary teachers to become familiar with the principles of child growth and development and of mental hygiene. As a result, many of the elementary teachers in the public schools of the state are well qualified to act as teacher-counselors when their classes are kept small enough to make such a relationship possible. Fairly adequate referral services are available to teachers in the larger cities and in some counties but teachers in most rural areas and in many smaller cities are still without needed help of this type. Some elementary administrators are assigning kindergarten teachers who have half-day sessions to do guidance work during the remaining half-day. Some elementary schools, usually in the larger cities, are now being staffed with counselors. Sometimes these individuals work in more than one school; sometimes they serve as counselors for part of the day and as teachers for the rest of the time. One large city has appointed 30 elementary school counselors to begin work on counseling assignments in the 1950-51 school year.

PROGRAM OF THE BUREAU OF OCCUPATIONAL INFORMATION AND GUIDANCE

During the 1950-51 school year, the Bureau will continue its efforts to assist in the development of better guidance programs in schools throughout the state. Some of its services and activities are described in the following paragraphs.

Consultant Services to Schools. A major type of service provided by the Bureau is that of rendering assistance to counties and to city and other school districts in the development and improvement of school guidance programs. This type of consultant service is provided only when it is requested by the schools concerned. The activities usually involved include talks to groups of teachers and students, conferences with committees, informal studies of guidance programs followed by conferences with groups of counselors, the planning of community studies and follow-up studies, the observation of counselors at work, individual

conferences with guidance personnel, and conferences with administrative personnel individually and in groups.

Consultant Services to Teacher-Education Institutions. The Bureau is responsible for providing assistance to teacher-education institutions in the development and improvement of programs for the training of guidance personnel. During the 1949-50 school year, members of the Bureau staff spent 24 days in this type of consultant service, working with ten state colleges and universities and four private schools.

Publications. One of the ways in which the Bureau attempts to provide useful services to the schools of the state is through a series of mimeographed publications that are designed especially for the use of counselors and other guidance staff members in secondary schools. These publications include the "California Guidance Newsletter," "California Occupational Briefs," and "California Guidance Bulletins." Six newsletters will be issued during the current school year and additional occupational briefs will be published. A mimeographed bulletin entitled "A Counselor's Guide to Business Occupations" is being planned and probably will be published in two parts, one on distributive occupations and the other on office occupations.

In addition to the mimeographed newsletters, briefs, and bulletins, the Bureau expects to publish two printed bulletins. The first will be entitled *Improving Guidance Programs in Secondary Schools* and will be a guide for administrators, supervisors, and guidance committees for use in making an informal appraisal of a secondary school guidance program and in developing a planned improvement program. The second, to be entitled *Counseling Secondary School Youth*, will be a statement of the functions of the counselor in a secondary school and will include suggestions as to how the counselor can acquire increasing competency in the performance of his functions. It will be based upon the report of a field committee which has been working during the past year.

Research in Guidance. Bureau staff members will be involved in two major research projects during the coming year. The first is the California Co-operative Study of School Drop-Outs and Graduates. The Bureau was given responsibility by the Division of Instruction for organizing and conducting this project, which was initiated during the fall of 1949 and will continue through the 1950-51 school year. The second major research project is a study of the characteristics of students in public junior colleges, which is being conducted in connection with the California Study of General Education in the Junior College.

Leadership and Promotional Activities. The Bureau expects to continue to work closely with the many professional and lay organizations and groups throughout the state that are interested in furthering the

development of guidance services. Special emphasis will again be placed upon the following objectives:

1. The development of closer working relationships between the schools and other public agencies interested in providing services for children and youth.

2. The continued development of school guidance services provided by county and district offices, especially in the less heavily populated areas of the state where such services are now lacking.

3. The encouragement of co-operative planning by elementary and secondary schools serving the same areas for the development of improved guidance programs.

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

APPOINTMENT OF SUPERINTENDENT AT NEW SCHOOL FOR THE DEAF

RICHARD G. BRILL has been appointed Superintendent of the new California School for the Deaf, Southern California, at Riverside, effective February 1, 1951.

Dr. Brill is at present a member of the faculty of the Department of Education at the University of Illinois. His earlier professional experience included service as principal of the Newark Day School for the Deaf, at Newark, New Jersey, from 1946 to 1949; principal, Virginia School for the Deaf, 1941 to 1946, except during his years of war service; and as a teacher on the faculty of the California School for the Deaf at Berkeley, from 1936 to 1941. During the second world war he served as a lieutenant in the U. S. Naval Reserve.

Dr. Brill is chairman of the Research Committee of the Conference of Executives of American Schools for the Deaf. He has been a frequent contributor to *American Annals of the Deaf* and *The Volta Review*. He holds two master's degrees, one from Gallaudet College (for the deaf) at Washington, D. C., and the other from the University of California, Berkeley, in educational psychology. He also holds the degree of doctor of education from Rutgers University. Dr. Brill is a relatively young man who has achieved wide recognition as a leader in the field of education of the deaf. He has a lifelong familiarity with schools for the deaf, as his father was professionally a teacher in Illinois and New Jersey in this field.

CONSERVATION—SECOND REGIONAL CONFERENCE

The dates of January 25, 26, and 27, 1951, have been set for the Second Regional Conference on Conservation of Natural Resources. The cosponsors are the State Department of Education, the State Department of Natural Resources, and the University of California. The location will be the campus of the University of California, Berkeley.

The general theme of this conference will be "Conservation is Everybody's Business." Its purposes will be to acquaint citizens with the problems and status of conservation and the development of methods for

implementation of conservation practices. Participants in the Conference will represent civic groups, schools, governmental agencies, press, fraternal groups, industry, and the general public.

Actively assisting the cosponsors will be the California Conservation Council, the National Conservation Foundation, conservation clubs and organizations, and sportsmen's associations.

Concentration of attention will be upon four phases of natural resources—water, soils, forests, and wildlife.

DIVISION OF STATE COLLEGES AND TEACHER EDUCATION

JAMES C. STONE, *Consultant in Teacher Education*

COMMITTEE ON CREDENTIALS FOR SCHOOL PERSONNEL WORK

On October 14, 1949, Superintendent of Public Instruction Roy E. Simpson appointed for a one-year period a state-wide committee of school administrators, teacher educators, and staff members of the State Department of Education to study the need for certification in the area of school personnel work.¹ This committee undertook a series of studies considering the functions, qualifications, and training of four groups of school personnel workers: (1) counselors and deans, (2) psychologists and psychometrists, (3) supervisors of child welfare and attendance, and (4) school social workers. At its final meeting in San Francisco on May 26, 1950 the committee recommended to Superintendent Simpson that it be reappointed for another year in order to continue its work. The following 30 members will act for the current school year:

COMMITTEE ON CREDENTIALS FOR SCHOOL PERSONNEL WORK, 1950-51

Virginia Bailard, supervisor of counseling, Long Beach public schools
Richmond Barbour, director of guidance, San Diego public schools
William S. Briscoe, city superintendent of schools, Santa Monica
Reid Bullock, director of child welfare, Vallejo public schools
Leo F. Cain, director, Program for Exceptional Children, San Francisco state college
J. Frederick Ching, city superintendent of schools, Salinas
W. Kirkpatrick Cobb, district superintendent of schools, South Bay union high school district, Redondo Beach
Merle Elliott, director of research, Oakland public schools
Mrs. Charlotte D. Elmott, director of secondary instruction and co-ordinator of child welfare, Santa Barbara public schools
Hazel Fredericksen, School of Social Work, University of California, Berkeley
Mary Elizabeth Kenealy, supervisor, senior high school counseling, Los Angeles public schools
Carl Lundberg, city superintendent of schools, Madera

¹ *California Schools*, XXI (January, 1950), 8-9.

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Carl Lundberg, city superintendent of schools, Madera

¹ *California Schools*, XXI (January, 1950), 8-9.

Henry B. McDaniel, associate professor of education, Stanford University
Mrs. Mary Lou Nissen, supervisor of guidance, child welfare and attendance, Contra Costa County
Everett V. O'Rourke, district superintendent, Tahoe-Truckee unified school district, Tahoe City
D. Russell Parks, district superintendent of schools, Fullerton elementary school district
Arthur H. Polster, assistant superintendent, Sacramento public schools
John L. Roberts, co-ordinator of child welfare, San Francisco public schools
Linton T. Simmons, county superintendent of schools, Orange County
Harry Smalenburg, director of research and guidance, Los Angeles County
T. R. Smedberg, county superintendent of schools, Sacramento County
Harry E. Tyler, city superintendent of schools, Santa Maria
Willard H. Van Dyke, district superintendent and principal, Tamalpais union high school, Mill Valley
Roger M. Walton, principal, Schneider Vocational high school, Stockton
John C. Whinnery, city superintendent of schools, Montebello

The following staff members of the State Department of Education will continue to serve on the committee as consultant members:

E. R. Deering, consultant, child welfare and attendance
Francis W. Doyle, chief, Bureau of Special Education
Donald E. Kitch, chief, Bureau of Occupational Information and Guidance
Herschel S. Morgan, credential technician
James C. Stone, consultant in teacher education

COMMITTEES ON BUSINESS EDUCATION AND PHYSICAL EDUCATION CREDENTIALS

The success of the procedures used by the Committee on Credentials for School Personnel Work prompted Superintendent Simpson to appoint two additional committees to study credential requirements in the present school year.

The new state committee on business education credentials held its initial meeting at the University of California, Berkeley, on September 19, 1950. A second meeting is planned for October 20, 1950, in the State Building, Los Angeles.

The new state committee appointed to study the requirements for the special secondary credential in physical education will hold its initial meeting in Fresno on October 28, 1950.

In his instructions to the members of both the business education and the physical education credential committees, Superintendent Simpson made the following statement:

It is the view of the State Department of Education that before final requirements for credentials in the fields of business education and physical education are determined, it will be necessary to obtain factual answers to these key questions:

- (1) What are the functions which business education and physical education teachers perform in California secondary schools?

- (2) What qualifications (knowledge, skills, abilities, etc.) do these kinds of teachers need in order to perform their tasks successfully?
- (3) What training and/or experience most readily develops the kind of competence needed?
- (4) What data-gathering or job-analysis procedures will aid in securing answers to these questions?
- (5) How can we formulate credential requirements and accreditation guidelines which will insure the development of the required degree of competence?

As the need for revising requirements for credentials in other subject areas becomes apparent, it is anticipated that other state-wide committees will be appointed to approach the problems from a job-analysis point of view.

Personnel of the two new committees follows.

COMMITTEE TO STUDY BUSINESS EDUCATION CREDENTIALS, 1950-51

NORTHERN SUBCOMMITTEE

Earl W. Atkinson, San Jose state college
Sonoma Cooper, California Teachers Association, Berkeley high school
S. Joseph DeBrum, San Francisco state college
Luther C. Gilbert, School of Education, University of California, Berkeley
David C. Gray, principal, Richmond union high school
Roy Hall, head, Department of Business, University of San Francisco
Weaver Meadows, College of Marin, Kentfield
Thomas L. Nelson, city superintendent of schools, Berkeley (*chairman*)
E. P. O'Reilly, assistant superintendent, Sacramento public schools
Everett C. Silvia, Polytechnic high school, San Francisco
Blake W. Spencer, principal, Merritt Business School, Oakland
Lloyd K. Wood, city superintendent of schools, Santa Rosa

SOUTHERN SUBCOMMITTEE

Hilton D. Bell, city superintendent of schools, Visalia (*chairman*)
Bessie Kaufman Bergman, Manual Arts senior high school, Los Angeles
Lynn H. Crawford, city superintendent of schools, Santa Ana
George E. Dotson, director, Long Beach City (junior) college
Glee Duncan, Long Beach City (junior) college
McKee Fiske, Fresno state college
Robert S. Gilchrist, assistant superintendent, Pasadena public schools
Osman R. Hull, dean, School of Education, University of Southern California, Los Angeles
Harold V. Kibby, district superintendent and principal, Orange union high school district
Doris Schenk, California Teachers Association, Roosevelt elementary school, Santa Ana
W. Craig Thomas, director, Compton junior college
Sam L. Wanous, professor of business education and office management, University of California, Los Angeles

STATE DEPARTMENT OF EDUCATION CONSULTANTS TO THE COMMITTEE

William R. Blackler, chief, Bureau of Business Education
Herschel S. Morgan, credential technician
James C. Stone, consultant in teacher education

COMMITTEE TO STUDY PHYSICAL EDUCATION CREDENTIALS, 1950-51

NORTHERN SUBCOMMITTEE

- Louis G. Conlan, president, San Francisco City (junior) college
 Frederick W. Cozens, chairman, Department of Physical Education, University of California, Berkeley
 Frank Griffin, director of physical education, Sequoia union high school, Redwood City
 Walter S. Knox, director of health and physical education, College of the Pacific, Stockton
 Edwin C. Kratt, city superintendent of schools, Fresno
 H. J. McCormick, chairman, Department of Physical Education, Sacramento state college
 Neil M. Parsons, district superintendent and principal, Acalanes union high school district, Lafayette
 Harold Schoenfeld, supervisor of health and physical education, Alameda County
 David P. Snyder, director of physical education, Oakland public schools
 Florence Stephenson, chairman, Department of Physical Education for Women, San Francisco state college
 Gladys Stone, county superintendent of schools, Monterey County
 Mrs. Ruth Waterman, chairman, Department of Physical Education for Women, Fresno state college

SOUTHERN SUBCOMMITTEE

- Aubrey R. Bonham, chairman, Department of Physical Education for Men, Whittier College, Whittier
 Rosalind Cassidy, professor of physical education, University of California, Los Angeles
 Dorothy C. Cragen, county superintendent of schools, Inyo County
 Nadine Cragg, assistant professor of physical education, University of Redlands
 Charles W. Easterbrook, district superintendent and principal, Porterville union high school district and junior college
 Mary M. Fawley, teacher of physical education, Audubon junior high school, Los Angeles
 Laurence Harper, city superintendent of schools, South Pasadena
 Lawrence E. Houston, director, physical and health education and youth services, Los Angeles public schools
 W. Bruce Kirkpatrick, principal, John Marshall high school, Los Angeles
 Wm. R. LaPorte, chairman, Physical Education Department, University of Southern California, Los Angeles
 Robert R. Pursell, chairman, boys' physical education, Mark Keppel high school, Alhambra
 William L. Terry, chairman, Division of Health, Physical Education and Recreation, San Diego state college
 Mrs. Helen Cowan Wood, assistant to Superintendent of Public Instruction, State Department of Education, Los Angeles

STATE DEPARTMENT OF EDUCATION CONSULTANTS TO THE COMMITTEE

- Carson Conrad, consultant in community recreation
 Genevie Dexter, consultant in physical education
 Verne S. Landreth, chief, Bureau of Health Education, Physical Education and Recreation
 Herschel S. Morgan, credential technician
 James C. Stone, consultant in teacher education

BUREAU OF TEXTBOOKS AND PUBLICATIONSIVAN R. WATERMAN, *Chief***NEW PUBLICATIONS**

State Legal Provisions in California Relating to Health Education, Physical Education, and Recreation. Sacramento: California State Department of Education, September, 1950. Pp. iv + 26.

This publication gathers together under one cover the various sections of the Education Code, the Health and Safety Code, and the Rules and Regulations of the California State Board of Education appearing in Title 5 of the California Administrative Code which bear directly on the public school program of health, physical education, and recreation in California.

The publication will be distributed to county, city, and district superintendents of schools, supervisors and directors of instruction, and to principals of elementary and secondary schools.

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS**NEW BOOKS**

The following books have been added to the official state list of high school textbooks since the most recent publication of the list,¹ in August, 1950:

August, 1950:		Prices	
AGRICULTURE		New	Exchange
Animal Husbandry			
Carroll & Krider, <i>Swine Production</i> (1950).....	McGraw	\$4.25	---
BUSINESS SUBJECTS			
Business Law			
Fisk & Pomeroy, <i>Applied Business Law</i> , sixth edition (1950).....	South-Western	1.76	\$1.65
Business Training			
Kahm & Wagner, <i>Basic Principles of American Business</i> (1950)	Prentice	1.73	1.62
Secretarial and Office Practice			
Felter, <i>Personal and Clerical Efficiency</i> , Advanced Course (1950).....	Gregg	2.05	2.00
Stenography			
Leslie & Zoubek, <i>Gregg Advanced Dictation Simplified</i> (1950)	Gregg	1.92	1.87
ENGLISH			
Composition, Grammar, and Rhetoric			
Sterling & Others, <i>Holt English Language Series</i> (1950).....	Holt		
Senior Book 2.....		1.76	1.72
Senior Book 3.....		1.79	1.75
Senior Book 4.....		1.79	1.75

¹ List of High School Textbooks, Bulletin of the California State Department of Education, Vol. XIX, No. 4, August, 1950.

		New	Prices Exchange
Spelling and Word Study			
Almack, Staffelbach & Williams, <i>The New Stanford Speller</i> (1950).....	Laidlaw		
Consumable Edition			
[Grade 7].....		.42	.39
[Grade 8].....		.42	.39
Nonconsumable Edition			
[Grade 7].....		.70	.66
[Grade 8].....		.70	.66
Gilmartin, <i>Increase Your Vocabulary</i> (1950).....	Prentice	.96	.90
FRENCH			
O'Brien & La France, <i>Second-Year French</i> , revised edition (1950)	Ginn	2.24	2.10
HEALTH AND HYGIENE			
Goldberger & Hallock, <i>Understanding Health</i> (1950).....	Ginn	2.62	2.46
MATHEMATICS			
Algebra			
Aiken & Henderson, <i>Algebra: Its Big Ideas and Basic Skills</i> (1950)	Harper	1.98	1.92
Palmer & Bibb, <i>Practical Mathematics</i> , Part II, <i>Algebra with Applications</i> , fifth edition (1950).....	McGraw	1.76	—
Peck, <i>Elements of Algebra</i> (1950).....	McGraw	2.20	—
Welchons & Krickenberger, <i>Algebra: Book Two</i> (1949).....	Ginn	1.76	1.65
Arithmetic and General Mathematics			
Betz & Others, <i>Everyday General Mathematics, Book One</i> (1949)	Ginn	1.92	1.80
Potter & Others, <i>Mathematics to Use</i> (1950).....	Ginn	1.92	1.80
Geometry—Plane and Solid			
Skolnik, <i>Dynamic Plane Geometry</i> (1950).....	Van Nostrand	2.05	1.92
MUSIC			
Piano			
Weybright, <i>Course for Pianists</i>	Mills		
Book Five (1949).....		.75	—
Book Six (1950).....		.75	—
SOCIAL STUDIES			
Civics, Citizenship, and Civic Problems			
Kidger, <i>Problems Facing American Democracy</i> (1950).....	Ginn	2.78	2.61
Economics			
Sayer, Cogen & Nanes, <i>Economics in Our Democracy</i> (1950)	Harper	2.69	2.61
Geography—General			
Carls & Sorenson, <i>Neighbors Across the Seas</i> (1950).....	Winston	2.72	2.65
York, Rowe & Cooper, <i>World Economic Geography</i> , fourth edition (1950).....	South-Western	2.24	2.10
History—United States			
Faulkner, Kepner & Merrill, <i>History of the American Way</i> (1950)	Harper	2.85	2.76

		Prices	
		New	Exchange
VOCATIONAL AND TECHNOLOGICAL TRAINING			
Cosmetology			
Duckworth & Webb, <i>Visual Beauty Manual</i> (1950).....	McGraw	2.20	—
Miscellaneous			
Dean, <i>Leathercraft Techniques and Designs</i> (1950).....	McKnight	4.00	—
Livingstone, <i>Food Service for Restaurant, Coffee Shop, Hotel, Cafeteria, Home</i> (1950).....	McKnight	1.20	—
McCoy, <i>Practical Photography</i> (1950).....	McKnight	3.20	—

VOCATIONAL GUIDANCE

Davey, Smith & Myers, <i>Everyday Occupations</i> , second edition (1950).....	Heath	2.40	2.25
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REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since the most recent publication of the list, in August, 1950, to replace editions previously listed:

SCIENCE

Advanced Science			
Eby & Others, <i>The Physical Sciences</i> , revised edition (1950)....	Ginn	2.69	2.52
General Science			
Wood & Carpenter, <i>Our Environment: How We Use and Control It</i> (1950).....	Allyn	2.36	2.22

SOCIAL STUDIES

Civics, Citizenship, and Civic Problems			
Blaich & Baumgartner, <i>The Challenge of Democracy</i> (1950)	Harper	2.56	2.48

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

ATTORNEY GENERAL'S OPINIONS

Apportionments From State School Fund to County School Service Funds on Account of Schools Maintained by County Superintendents of Schools in Juvenile Halls

Welfare and Institutions Code Section 667.1 does not have the effect of requiring apportionments to be made from the State School Fund on account of a school maintained in a juvenile hall by a county superintendent of schools as though the school were maintained by a school district. Education Code Sections 7251 and 7252 are the sections controlling apportionments to be made on account of such schools. (Letter of Attorney General to County Counsel, San Bernardino County, September 11, 1950.)

Formation of Union High School District to Include Territory in a Unified School District

The formation of a union high school district under Education Code Sections 3531 et seq. to include territory in a unified school district must comply with the procedure prescribed by Chapter 16 (Sections 4871-4991) of Division 2 of the Education Code, but will not have the ultimate result of forming a unified school district. (Letter of Attorney General to District Attorney, Nevada County, September 11, 1950.)

Maintenance of Seventh and Eighth Grades by Union Elementary School District Lying Partly in High School District Maintaining a Junior High School

Where a union elementary school district became effective for all purposes on July 1, 1950, and component District A lies in a high school district maintaining a junior high school and component District B lies in a high school district not maintaining a junior high school, then under Education Code Sections 10301 (the exceptions named in the section not being pertinent in this case) and 10301.3, the governing board of the union elementary school district (1) cannot maintain seventh and eighth grades for pupils residing in component District A, and such pupils should attend the seventh and eighth grades maintained by the high school district in which component District A lies (citing AGO 46-322,

8 Ops. Cal. Atty. Gen. 200) and (2) must either maintain the seventh and eighth grades for pupils residing in component District B or arrange for their attendance in the seventh and eighth grades in some other district maintaining such grades (citing Education Code Sections 1507 and 8761). (Letter of Attorney General to District Attorney, Monterey County, September 12, 1950.)

Use of Colored Oleomargarine in Schools, Fraternities, and Sororities

Under Education Code Sections 16418-16421 and 19301-19314, the furnishing and serving of meals in public schools by public school authorities constitutes a state function, and is therefore exempt from the provisions of the Agricultural Code as set forth in Section 648.1 and colored oleomargarine may therefore be used in public schools. However, colored oleomargarine may not be served in private schools or in fraternities and sororities. (AGO 50-72; 16 Ops. Cal. Atty. Gen. 47.)

Use of Colored Oleomargarine in State Institutions

Under Agricultural Code Sections 648.1 and 656, colored oleomargarine may be used in state institutions excepting charitable and penal institutions receiving assistance from the state. (AGO 50-72; 16 Ops. Cal. Atty. Gen. 47.)

**Use of Veterans Memorial District Funds for Stadium
for Use of School District**

Funds of a veterans memorial district (Military and Veterans Code Sections 1170-1235) may not be used for the construction of a veterans memorial in the form of a football stadium on the grounds of a school district where it appears that the use of the stadium by veterans will be only incidental to the apparent main purpose of furnishing a football stadium for the use of the school district. A football stadium is in the nature of a community recreation center authorized by Education Code Sections 24401-24411. (AGO 50-104; 16 Ops. Cal. Atty. Gen. 64.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by NICHOLAS E. WYCKOFF, *Public Information Officer*

MARITIME ACADEMY RECORD

On August 26, 1950, a graduating class of 36 seniors who had completed the three-year course at the California Maritime Academy received the degree of Bachelor of Science, commissions as ensign in the U. S. Naval Reserve, appointments as ensign in the U. S. Maritime Service, and licenses as officers in the Merchant Marine. This is the largest class to be graduated by the Academy since its establishment in 1929.

On September 11 the largest entering class in the history of the Academy was enrolled. The total enrollment in the Maritime Academy is now at an all-time high of 138 students, divided about equally between the deck and engineering courses.

RECORD ENROLLMENT IN VOCATIONAL EDUCATION

A total of 753,944 persons received vocational training in the public schools of California last year according to reports compiled by the office of the State Director of Vocational Education. Of this number, 453,944 students were enrolled in classes that qualified for federal-state reimbursement and 300,000 were enrolled in courses which did not so qualify. The total represents an all-time high record for the state and an increase of approximately 150 per cent since 1940. During this same period the population has increased by only 60 per cent. This growth in the program indicates the confidence in vocational education held by the people of the state and the part played by the public schools in making such instruction available to them.

A report recently issued by the United States Office of Education shows that California led all other states in the number of persons enrolled in 1948-49 in vocational education programs approved for federal participation. The five leading states, with total enrollment in each, were the following: California, 412,372; Texas, 255,491; New York, 191,741; Georgia, 141,180; and Michigan, 112,449. California's enrollment represented 13 per cent of the enrollment for the country as a whole.

GROWTH IN HOMEMAKING EDUCATION

More schools offered vocational homemaking for high school students and adults in 1949-50 than in any year since the program was inaugurated in the state. A total of 237 schools participated, 1,259 classes were offered, and 26,443 students were enrolled. This was an increase of 15 schools, 193 classes, and 4,805 students over the previous year, according to

reports compiled by the Bureau of Homemaking Education. Twice as many boys received instruction in this field as in 1948-49. A total of 42,686 home projects designed to improve home and family living were carried on by students during the year.

A total of 231,662 adults, including 24,286 men, enrolled in 4,487 different homemaking courses in 1949-50. This is an increase of 13,199 over the previous year. The largest classes were in crafts, clothing, home furnishings, and family relationships.

TRADE AND INDUSTRIAL EDUCATION 1949-50

During the year 1949-50, 83,306 persons, including 26,515 apprentices, were enrolled in trade classes in California public schools, according to reports from local school districts compiled by the Bureau of Trade and Industrial Education. The majority of these classes were in the building trades, such as carpentry and plumbing, and in metal trades, such as machine shop and automobile mechanics. Reports indicate that 4,875 persons received training for work in the aircraft industries; 3,027 for the garment industries; and that 1,053 police officers and 4,175 firemen were given instruction by traveling instructors on the Bureau staff or through institutes. The training of firemen has been greatly expanded through the availability of additional state funds appropriated by the Legislature.

Nearly 8,000 women were enrolled in industrial education classes, including aircraft blueprint reading, cake baking, cleaning and dyeing, commercial art, costume design, courses for dental assistants, dressmaking, pattern drafting, household service, janitor engineering, millinery, photography, power sewing, ladies' and men's tailoring, and cosmetology. These statistics indicate the role played by public schools of California in providing industrial training to meet the needs of this state for trained manpower.

EDUCATION FOR AN AGING POPULATION

Activity in connection with the program of education for an aging population is increasing in the nation and especially in California. The Bureau of Adult Education has accepted assignments in developing plans for a program in this field for the State Advisory Committee; and has been requested to take part in planning conferences in the field engaging both state and national governments. Adult educational services for an aging population are planned to assist old people to adjust to the problems of old age; to help them take advantage of opportunities presented by increased longevity; to adjust community attitudes to recognition of the true interests and needs of older people; to retrain older workers for jobs suited to their changing capacities; and to train professional personnel for work with older people.

FORUMS AND LECTURES

A check by the Bureau of Adult Education for the school year 1949-50 indicates that 110 forum series on public affairs were conducted by the schools in the state. These consisted of 702 forum sessions. The average number of sessions in each forum series was 6.4. On the basis of average attendance during previous years, the total attendance at all forum sessions in 1949-50 is estimated at about 140,000.

The total number of lectures presented in lecture series on subjects other than public affairs was 2,074, with an estimated total attendance of about 400,000.

The total number of forum and lecture sessions increased from 2,269 in 1948-49 to 2,776 in 1949-50. The number of forum sessions declined slightly, but the number of lecture sessions increased, indicating a substantial trend toward offering lecture series on educational topics other than public affairs.

VARIETY IN ADULT EDUCATION

A recent report by the Bureau of Adult Education on classes for adults held during the school year 1949-50 revealed a number of novel and interesting class titles in addition to the usual academic and vocational subjects. Among the unusual titles were an Adult Class for the Blind; Amateur Gunsmithing; Army Air Force Personnel Management; Children's Literature; Chinchilla Culture; Community Planning; Craft Training for Youth Leaders; Damage Estimating (Auto Insurance); Den Mother Training; Deputy Sheriffs' course; Glass Etching; Group Guidance; Historic Tours; Hospital Recreation Techniques; Human Engineering; Know Your Antiques; Landscape Gardening for Small Homes; Local Assessment Problems; Orthopedics and Prosthetics; Personnel and Family Finance; Practical Home Planning; Psychology of Everyday Living; Sports Officiating; School Trustees' course; and School Lunch Management.

The specific nature of the courses offered and their notable variety indicate the responsiveness of adult education programs in meeting new and unusual demands of California communities.

FOR YOUR INFORMATION

STATE BOARD OF EDUCATION ACTIONS

The following actions were taken by the State Board of Education at its regular quarterly meeting held in San Francisco, October 13 and 14, 1950.

Changes in Rules and Regulations

Requirements for Graduation of Pupils from Secondary Schools. The Board, acting under the authority of Education Code Sections 112, 10501, and 10601, added Section 102.1 to Title 5 of the California Administrative Code, adopting this regulation as an emergency regulation, to read as follows (effective October 17, 1950):

102.1. In all secondary schools, instruction in the principles and practice of first aid and life saving shall be required for graduation.

The following statement was included in the Board's resolution adopting this regulation:

It is essential that the public schools immediately implement to the fullest possible degree the civilian defense programs established by the government of the United States and of the State of California as a consequence of the current international crisis....

Secondary School Credit for Military Service and Training. The Board amended Section 99 of Title 5, California Administrative Code, relating to secondary school credit for military service and training, by renumbering subsection (d) to become subsection (e) and adding as an emergency measure a new subsection (d) to read as follows (effective October 17, 1950):

99(d). The governing board of a school district may grant additional credits toward graduation to a pupil while currently serving in the armed forces on the basis of scores attained on the Tests of General Educational Development prepared by the American Council on Education, provided he has achieved an average standard score of 45, or above, on the tests in the battery and also a standard score of 35, or above, on each of the tests in the battery.

Secondary School Administrative Credential in Trade and Industrial Education. The Board amended Article 52 of Subchapter 2 of Chapter 3 of Title 5, California Administrative Code, consisting of sections 471 to 473, inclusive, relating to the secondary school administrative credential in trade and industrial education, to read as follows (effective November 16, 1950):

Article 52. Secondary School Administration Credential
in Trade and Industrial Education

471. Application. An applicant for the secondary school administration credential in trade and industrial education shall submit the application through the Division of Vocational Education at the University of California, Berkeley, or the University of California, Los Angeles, and shall otherwise comply with the procedure prescribed for application (Section 201) and shall have completed a program including the following minimum requirements:

(a) Possession of a valid special secondary vocational Class A or Class B credential or life diploma in trade and industrial education for which all teacher training requirements are completed.

(b) A bachelor's degree granted by an institution accepted for credentialing purposes by the California State Board of Education.

(c) Three years of successful teaching experience in trade and industrial education.

(d) Eighteen semester hours of postgraduate work of upper division or graduate level in addition to fulfilling the requirements for the basic credential in trade and industrial education.

(e) The undergraduate or postgraduate work shall include work in each of the following areas:

- (1) Supervision of Vocational Education
- (2) Apprenticeship and Cooperative Education
- (3) Conference Techniques

(f) The postgraduate work shall include work in each of the following areas:

- (1) Organization and Administration of a Secondary School
- (2) Legal Bases of Public Education in California
- (3) School Finance and Business Administration

(g) Additional training to complete the eighteen semester hours of postgraduate work shall be selected from the following areas:

- (1) Adult Education
- (2) Educational Surveys
- (3) Counseling and Guidance
- (4) Educational Evaluation
- (5) Educational Psychology
- (6) Parent Education
- (7) Other courses as may be approved by the Supervisors of Trade and Industrial Teacher Training, University of California, Berkeley and Los Angeles

472. Authorization for Service. The secondary school administration credential in trade and industrial education authorizes the holder to serve as a principal, vice principal or supervisor of instruction in a secondary school devoted entirely to the teaching of trades and related subjects, and also to serve as a general supervisor, coordinator, or director of approved trade and industrial and public service education classes and other classes in trade and industrial education.

473. Term. The secondary school administration credential in trade and industrial education may be issued for a period of time corresponding to the term of the basic teaching credential in trade and industrial education held by the applicant, except that when the basic credential is a life diploma, the initial secondary school administration credential in trade and industrial education may be issued for a period of five years and may be renewed for periods of five years in accordance with provisions of Section 202.

Approval of Petition for Election to Form a High School District

In accordance with Education Code Sections 3591-3592, the Board approved a petition for permission to hold an election in the Arcadia City Elementary School District, now a part of the Monrovia-Arcadia-Duarte Union High School District, to establish a new high school district to be composed for the Arcadia City School District of Los Angeles County and to be known as the Arcadia City High School District.

Approval of Establishment of Junior College

The Board, on recommendation of the Superintendent of Public Instruction, Roy E. Simpson, and under authority of Education Code Section 8819, approved the application from the San Diego Unified School District for authorization to establish a four-year junior college, combining the San Diego Evening High School and the San Diego Evening Junior College into one institution to be designated as the San Diego Evening Junior College.

Revocation of Credentials

On authority of Education Code Section 12754, the Board revoked, as of the dates indicated, each life diploma, teacher's credential or other document for public school service heretofore issued to the following persons:

<i>Name</i>	<i>Revocation effective</i>
Raymond M. Meyer.....	September 4, 1950
Mrs. May Kuehne.....	September 8, 1950
Thelma Jane Hartman.....	September 15, 1950
Arthur L. Finkel.....	September 20, 1950
Olin R. Hughes.....	September 27, 1950
Joe W. Brooks.....	October 1, 1950
Wayne F. Bowen.....	October 4, 1950

Approval of Educational Organization

In accordance with Education Code Section 4861, the Board approved the following as an organization for which memberships for schools may be paid from school district funds during the school year 1950-51:

California School Supervisors' Association, Northern Section

President: Frank J. Cameron, Director of Audio-Visual Education, Courthouse, Eureka, California

Secretary-Treasurer: H. Lawson Smith, District Superintendent, Herlong Elementary School District, Herlong, California

AMENDMENT TO SELECTIVE SERVICE ACT OF 1948

A "Defense Information Bulletin" from the U. S. Office of Education, dated September 11, 1950, contains the following information for school administrators:

The President of the United States approved, September 9, 1950, an Act of Congress relating to the induction of medical, dental and allied specialists. This Act (Public Law 779, 81st Cong. 2nd sess.) is an amendment to section 4 of the Selective Service Act of 1948.

That portion of the Act that will be of special interest to the colleges and universities is section (i) (3) which reads as follows:

It is the sense of the Congress that the President shall provide for the annual deferment from training and service under this title of numbers of optometry students and premedical, preosteopathic, preveterinary, preoptometry and pre-dental students at least equal to the numbers of male optometry, premedical, preosteopathic, preveterinary, preoptometry and pre-dental students in attendance at colleges and universities in the United States at the present levels, as determined by the Director.

STUDY OF TRENDS IN CALIFORNIA SCHOOL POPULATION

Robert G. Sproul, President of the University of California, and Roy E. Simpson, Superintendent of Public Instruction, have jointly appointed a board of analysts to study trends in school population in California. The members of the board are Joel A. Burkman, Assistant Chief, Division of State Colleges and Teacher Education, State Department of Education (chairman); Kenneth R. Brown, Assistant Director, Research Department, California Teachers Association; Ellis J. Groff, Budget Officer, University of California; Warren H. Natwick, Consultant, Bureau of Education Research, State Department of Education; J. Neyman, Professor of Mathematics, Director of Statistical Laboratory, University of California; W. R. Currie, Chief Financial Research Technician, Division of Budgets and Accounts, State Department of Finance.

The function of the board is to use any data and resources available to it in making more reliable and authoritative the predictions of school and college enrollments and to develop a research program for determining the best criteria for this purpose.

The board will endeavor to make both short-range and long-range predictions. Short-range predictions covering a period of approximately two years are needed as a basis for the annual support appropriations of the colleges and the university. Long-range predictions are needed to determine building programs and as a basis for projecting curriculum needs.

The committee plans to use census data, vital statistics, migration trends, and school enrollments by grade levels and by regions in an attempt to determine the number of pupils that must be served by the various educational institutions throughout the state.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS

A calendar of educational meetings and events for the school year 1950-51 was published in the September, 1950, issue of *California Schools*, and additional events will be listed from time to time as information concerning them is received in the office of the Superintendent of Public Instruction. Information which arrived too late for printing in the October issue is shown below.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1950-51

<i>Date</i>	<i>Organization</i>	<i>Place</i>
January 3, 4, 5, 1951	Divisional Conference of Department of Education, Division of Instruction	Sacramento
January 18, 19, 20	Southwest Council on the Education of Spanish-Speaking People	Los Angeles
March 30-31	California Educational Research Association (Northern Section), Annual Conference	Chico State College

NATIONAL TRAFFIC SAFETY POSTER CONTEST

The American Automobile Association invites students all over America to enter the Seventh Annual National School Traffic Safety Poster Contest. Any student currently attending a public or private elementary or secondary school, regardless of grade or age, may submit an entry. Cash prizes totaling \$2,275 will be awarded for the 61 best designs, the grand prize of \$350 being intended as a one-year scholarship to an art school.

Two slogans are allotted for use of contestants in each state. The slogans to be used in posters from California students are "Watch for Turning Cars" and "Walk on Left Facing Traffic." Folders explaining the conditions of the contest may be obtained from the Traffic Engineering and Safety Department, American Automobile Association, Washington 6; D. C. Interested teachers may obtain on request from local AAA offices or from contest headquarters a large broadside and current folder illustrating more than 200 AAA poster designs of previous years.

This contest has the approval of the National Contest Committee of the National Association of Secondary-School Principals, N.E.A. The most suitable prize-winning designs will be reproduced and distributed monthly to more than 235,000 elementary schools during 1951-52.

ESSAY CONTEST SPONSORED BY AUXILIARY, UNITED SPANISH WAR VETERANS

The subject of the essay to be submitted in the 1950-51 contest sponsored by the National and California Auxiliary, United Spanish War Veterans is "Some Early Experiences of Theodore Roosevelt Which Helped to Make Him a Leader During the Spanish-American War."

Pupils in grades 6, 7, 8, and 9 are eligible to compete for state and national cash prizes which range from \$10 to \$100.

Rules governing the contest may be obtained from the Essay Chairman, Mrs. Winnifred E. Ketchem, 2508 Parkway, Bakersfield, California. A list of suggested reading materials is included. Essays must reach Mrs. Ketchem by March 1, 1951.

Rosemarie Fink of Los Angeles, who was awarded the first prize in California for 1949-50 also won the second national prize that year for her essay on the subject "In What Ways Did the Spanish-American War, 1898-1902, Establish International Humanitarian Principles?"

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- ALEXANDER, CARTER, and BURKE, ARVID J. *How to Locate Educational Information and Data: An Aid to Quick Utilization of the Literature of Education*. New York 27: Bureau of Publications, Teachers College, Columbia University, 1950 (third edition, revised and enlarged). Pp. xx + 442. \$4.50.
- Arithmetic 1947*. Papers Presented at the Second Annual Conference on Arithmetic Held at the University of Chicago, June 30, July 1 and 2, 1947. Compiled and edited by G. T. Buswell. Supplementary Educational Monograph No. 63, published in conjunction with the *School Review* and the *Elementary School Journal*. Chicago 37: University of Chicago Press, October, 1947. Pp. vi + 74. \$1.50.
- Arithmetic 1948*. Papers Presented at the Third Annual Conference on Arithmetic Held at the University of Chicago, July 7, 8, and 9, 1948. Compiled and edited by G. T. Buswell. Supplementary Educational Monograph No. 66, published in conjunction with the *School Review* and the *Elementary School Journal*. Chicago 37: University of Chicago Press, October, 1948. Pp. vi + 90. \$2.50.
- Arithmetic 1949*. Papers Presented at the Fourth Annual Conference on Arithmetic Held at the University of Chicago July 6, 7, and 8, 1949. Compiled and edited by G. T. Buswell and Maurice L. Hartung. Supplementary Educational Monograph No. 70, published in conjunction with the *School Review* and the *Elementary School Journal*. Chicago 37: University of Chicago Press, November, 1949. Pp. vi + 100. \$2.25.
- BENNETT, MARGARET E. *High School Handbook*. Life Adjustment Booklet. Chicago 4: Science Research Associates (228 S. Wabash Ave.), 1950. Pp. 48. Single copies, \$0.40, 3 for \$1.*
- BERENDA, RUTH W. *The Influence of the Group on the Judgments of Children: An Experimental Investigation*. New York 27: King's Crown Press (2960 Broadway), 1950. Pp. xiv + 86. \$2.25.
- BOND, GUY L., and WAGNER, EVA BOND. *Teaching the Child to Read*. New York: The Macmillan Co., 1950 (revised edition). Pp. xii + 468. \$3.50.
- BRAMELD, THEODORE. *Ends and Means in Education: A Midcentury Appraisal*. New York: Harper & Bros., 1950. Pp. xii + 244. \$3.
- BRIGGS, THOMAS H. *Secondary Education*. New York: The Macmillan Co., 1950 (revised edition). Pp. x + 468. \$4.
- COLE, LAWRENCE E., and BRUCE, WILLIAM F. *Educational Psychology*. Yonkers 5, N. Y.: World Book Co., 1950. Pp. xvi + 768. \$4.50.
- CONANT, JAMES BRYANT. *Education in a Divided World: The Function of the Public Schools in Our Unique Society*. Cambridge, Mass.: Harvard University Press, 1948. Pp. x + 250. \$3.
- Curriculum Adjustments for the Mentally Retarded: A Guide for Elementary and Secondary Schools*. Revised by Elise H. Martens. Bulletin 1950, No. 2. Washington 25: Division of Elementary and Secondary Schools, U. S. Office of Education, Federal Security Agency, 1950 (second edition). Pp. iv + 100. For sale by Superintendent of Documents, U. S. Government Printing Office, \$0.35.
- Discriminations in College Admissions*. American Council on Education Studies, Series I: Reports of Committees and Conferences, No. 41, Vol. 14. Washington: American Council on Education, 1950. Pp. x + 68. \$0.50.

* Quantity prices on request.

- Education—Dynamic of Democracy.* Official Report of the Seventy-sixth Annual Convention of the American Association of School Administrators, Atlantic City, N. J., February 25-March 2, 1950. Washington: American Association of School Administrators, 1950. Pp. 240. \$2.
- ELIAS, L. J. *Farm Youths' Appraisal of Their Adjustments, Compared with Other Youth.* Bulletin No. 513, Youth Series No. 7. Pullman, Washington: Washington Agricultural Experiment Stations, Institute of Agricultural Sciences, State College of Washington, December, 1949. Pp. 46.
- Evaluative Criteria: 1960 Edition.* A Manual. Washington: Co-operative Study of Secondary-School Standards. Pp. vi + 306.
- An Experience in Health Education.* Battle Creek, Michigan: W. K. Kellogg Foundation, 1950. Pp. x + 176.
- Forty-fifth Annual Report of the Education Department for the School Year Ending June 30, 1948.* Vol. I: Statistics. Albany, N. Y.: State Education Department, University of the State of New York, 1950. Pp. 362.
- GILLASPIE, BEULAH VESTA. *Consumer Questions and Their Significance.* Contributions to Education, No. 947. New York 27: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. x + 130. \$2.35.
- GESELL, ARNOLD, and ILG, FRANCES L., in collaboration with Louise M. Ames, Janet Learned, and Glenna E. Bullis. *Child Development: An Introduction to the Study of Human Growth.* Vol. I, "Infant and Child in the Culture of Today." Pp. xxii + 404. Vol. II, "The Child from Five to Ten." Pp. xxxii + 476. New York: Harper & Bros., 1949. \$5.
- Handbook for Parents of First, Second, and Third Grade Students.* Authorized by Contra Costa County Board of Education. Martinez, California: County Superintendent of Schools (Room 306, Courthouse), 1950. Pp. 32.
- Handbook for Parents of Seventh and Eighth Grade Students.* Authorized by Contra Costa County Board of Education. Martinez, California: County Superintendent of Schools, 1950. Pp. 32.
- HOOK, SIDNEY (editor). *John Dewey, Philosopher of Science and Freedom: A Symposium.* New York: The Dial Press, 1950. Pp. vi + 384. \$3.50.
- KRUG, EDWARD AUGUST. *Curriculum Planning.* New York: Harper & Bros., 1950. Pp. xii + 306. \$3.
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